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found in the latter. Long vowels are carefully marked. Occasionally the vocabulary fails to give the needed word, as "mingle," required for p. 60, "October," for p. 65. The future participle of *morior*, needed for No. 6 of p. 24, is not given. Also, the vocabulary does not differentiate between synonyms or explain the constructions they require; thus, under "injure" is found the bald entry, *nocēre, laedere*. *Exsilium* is to be preferred to *exilium*. But this is hypercriticism. The book is a good piece of work. Even college freshmen, *me iudice*, can use it with profit.

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*A First Latin Book.* By WILLIAM GARDNER HALE. Chicago: Atkinson, Mentzer and Grover, 1907. Pp. xvi + 354. \$1.

This is the fifth revision of the original draft that has been used in mimeographed form and in advance sheets by many other teachers besides Professor Hale. The book consists of Part I: Pronunciation; Part II: Learning to Read—68 lessons—212 pages; Part III: A series of twelve chapters (a condensation from the fifth book of Caesar) with footnotes; a summary of constructions and of forms; an English vocabulary of the same length as the Latin. The work is thoroughly indexed and attractively bound. Of the 961 words 91½ per cent. are from the *Gallic War*. It is a complete introduction to Caesar. The main part of the book—the 68 lessons—is longer than in most books of the kind, partly because every form is given in the body of the book and partly because fuller explanations than usual are given. In actual experience, however, the book does not go slowly. It is designed to cover 32 weeks' work.

In his Introduction (to the student) the author has put himself at once in the student's place, answering for him the question: What is Latin good for? The setting of the lessons that follow is always a situation in real life. "The Complaining Schoolboy," "The Father and the Lazy Schoolboy," "Illness and Drooping Spirits," "The Pleasures of Work," "An Adventure of the Small Boys," are some of the titles of the reading matter. Then one of the boys proposes a mock war—an idea derived partly from Horace and partly from the author's own children—and a regular organization is effected with drilling and an ultimate battle. The book ends with a condensed story of real warfare—Caesar's dramatic account of the destruction of a Roman legion—the attack upon another and the rescue by Caesar. There are no new forms in Part III and no new syntax. The notes tie together and fix in the memory what has already been learned.

The book commands attention. It was made in the classroom—the result of practice and theory. "An Experiment in the Teaching of First and Second Year Latin," by Professor Hale, printed in the *Classical Journal*, Vol. I, No. 1, December, 1905, made teachers look forward to a beginner's Latin book which should record the author's experience in actually teaching Latin for two years in the University High School of Chicago. The record is one of real children and their difficulties, and it is impossible to read the book without feeling the

personal interest and good humor as well as the accurate scholarship and unwearying labor that have gone into it. The flyleaf bears this envoy:

Prodi, parve liber, precor ut te discipulusque  
Atque magister ament quantum ego amavi et amo.

The perfect clearness of the lessons is a training in itself. The whole series of exercises and explanations is so carefully woven together that every opportunity is given for making knowledge certain by repeating impressions. New constructions deal with forms and words that are familiar. The student's difficulties have been diagnosed and the remedy is never found in passing over the difficulty. The word-order taught from the first, the knowledge of forms and the choice of words, the principles of syntax already acquired, are all present daily in the method of attack. The care and thought that have gone into the details are apparent, even in such a minor matter as the arrangement of forms as they face each other on opposite pages in the Summary of Forms.

The little volume contains its own grammar in the daily lessons. The syntax shows extreme simplicity. "What are the ideas which the Romans expressed by the cases?" "What are the ideas which the Romans expressed by the modes?" "In a given case the student has only to know what the Latin *means*, to name the construction." Starting with the idea of mode as an attitude of mind, the student observes shades of meaning, and new forces grow up as clearly as he observes development of life in the biological laboratory. When he once gets the idea of volitive subjunctive, it makes no difference to him whether it is dependent or independent, question or declaration. The presentation of the subjunctive mode is not at the expense of the indicative. The treatment of the cases is equally satisfactory. The book, by supplying a link between English grammar and the new language, serves in large measure to solve in a sane and scholarly way the problem of the student's transition from the grammar school to the high school.

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*Homer.* Ein Wegweiser zur ersten Einführung in die Ilias und Odyssee. Von CHRISTIAN HARDER. Leipzig: G. Freytag; Wien: F. Tempsky, 1904. Pp. viii + 282. M. 4.60.

The aim of this book is to describe the whole environment of the Homeric poems. The introduction, dealing with the earliest migrations in the Balkan peninsula and the Aegean, is a good résumé of present-day results and surmises in the archaeological and ethnological fields involved. Much that might be regarded as beyond the bounds of the Homeric text is justified by the author's purpose, which is to make a book for those schools in Germany which devote little or no time to the reading of Homer, except in translation. In his account of the pre-Homeric age the author is careful to say that the Homeric world is not the Mycenaean world. The development of religion on Greek soil is very fully treated,